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Thesis

TRENDS IN THE SOCIAL SCIENCES IN THE SENIOR HIGH SCHOOLS OF MASSACHUSETTS

Submitted by

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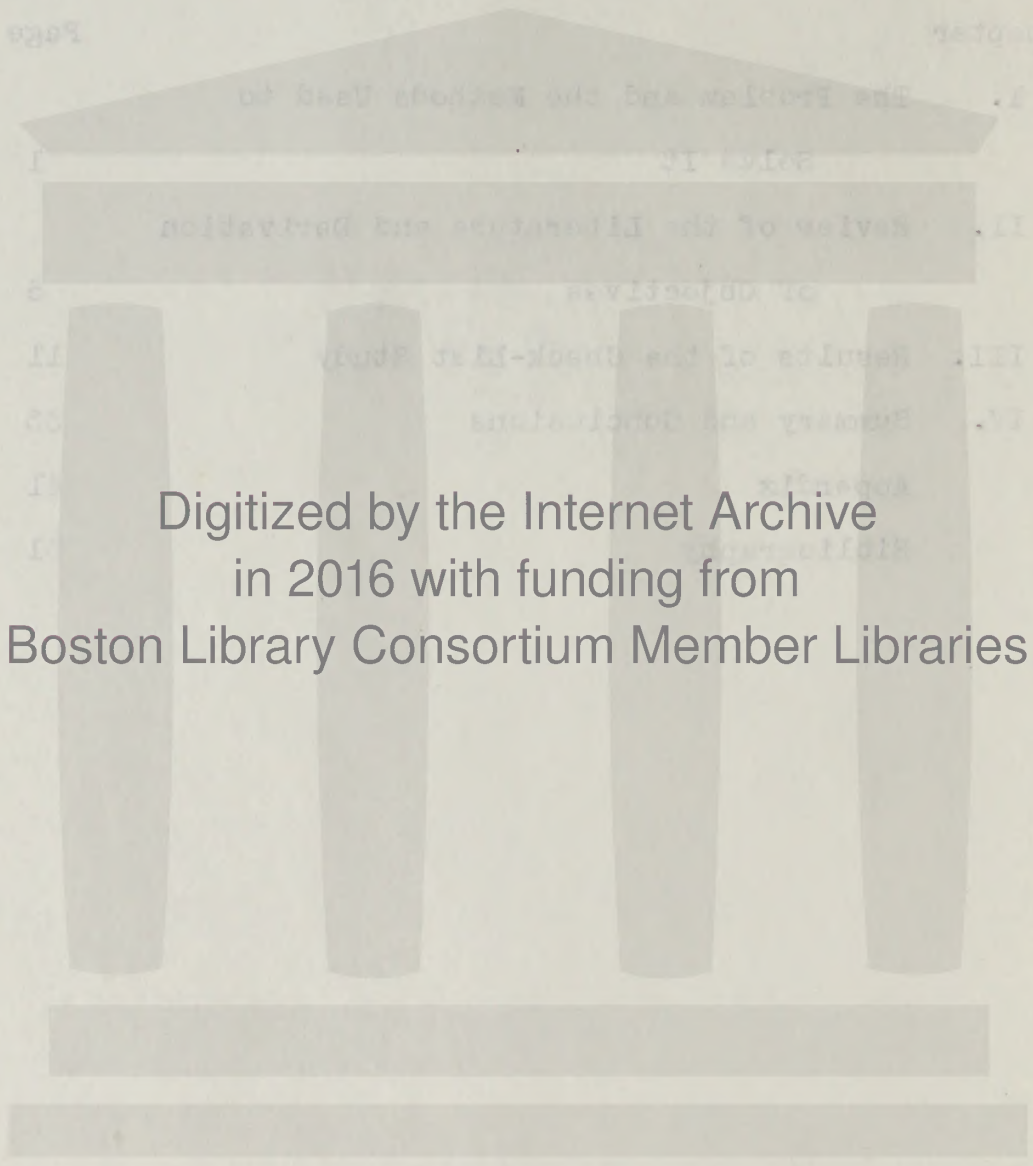

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CHAPTER I

THE PROBLEM AND METHODS USED TO SOLVE IT

The problem.-- Many educators believe that training for intelligent participation in group life is desirable; but they are not agreed as to the best method of bringing this about. Many feel that, of all the courses offered in the secondary schools for giving such training, the social-science courses are among the most promising. According to some authoritative opinions the social-science courses should constitute the core of the curricula of secondary schools.[1/]

On the other hand, some authorities think that all courses offered in the secondary schools should be equally adapted to the training of future citizens of the community. Whether social-science courses can be better adapted to give the needed training, than courses in other fields of school experience, is still an open question, and not the primary one with which this thesis is concerned.

It is rather the purpose of this thesis to discover

1/ R. O. Hughes, "Some Basic Considerations", National Council of Social Studies, Sixth Yearbook (1936) p. 29-37.

the authoritatively advocated objectives of social-science instruction and to find out, so far as the limitations of the check-list procedure will permit, the extent to which these objectives are being achieved and to determine what is common practice in several phases of school procedure in the senior high schools of Massachusetts.

Methods employed in this study.-- In order to find out what these authoritatively advocated objectives are the literature dealing with secondary-school, social-studies instruction was carefully read and analyzed. The objectives then discovered were listed on separate cards; and then "translated" and "telescoped"[1] to make a set of simpler and more workable statements, which at the same time did not omit any significant statements of objectives found in the literature.

Building the check list.-- The second part of the study was the building of a check list. This was sent to the principals of a selected group of the senior high schools of Massachusetts. This group of schools was chosen on the basis of enrollment and type of senior high school. The types considered were those offering

1/ W. W. Charters, and Douglas Waples, Commonwealth Teacher-Training Study, University of Chicago Press, 1929, p. 74-75.

three-year courses and those of four-year organization.

This check-list was organized under the following major headings: (1) Social-studies courses offered in each grade, (2) Number of textbooks used in each course, (3) Whether courses were elective or required, (4) Method of presentation of the courses, (5) Pupil participation in the control of the school, (6) Content of social-studies courses, (7) Evaluation of social-studies program. In order to correlate and unify the two phases of the study, a list of the predetermined objectives was included in each check-list. School officials were asked to check any objectives which they considered valid in regard to the social-science program.

Schools replying to check-list.-- The check-list was sent to 200 senior high schools of Massachusetts. There were 151 replies which are approximately three-fourths of the number sent. In Table 1 the enrollment of the schools and the number of replies are shown. The schools are grouped according to whether they offer a three- or four-year program for the senior high school.

The greatest number of replies for the three-year schools came from schools of enrollment greater than 1000, while for the four-year group, the schools sending the most replies were those whose enrollments were between 101 and 400.

Table 1. Numbers of Schools of Different Sizes Supplying Data for this Study.

Enrollment Group	Number and Type of Schools	
	Three-Year Course	Four-Year Course
(1)	(2)	(3)
100 or less	0	23
101 - 400	6	55
401 - 700	7	20
701 - 1000	2	5
More than 1000	13	20
Total	28	123

CHAPTER II

REVIEW OF THE LITERATURE AND DERIVATION OF OBJECTIVES

Review of the literature.-- A survey of the literature of the field of social science reveals a "multiplicity and confusion" of so-called objectives of social-science teaching. Many research studies are concerned with classifying and interpreting the statements of these objectives. One investigator found 1448 statements of objectives and others found long lists.[1/]

A few of these statements will be considered in order to point out the complexity of their form. The writer was interested in these statements from the standpoint of attempting to translate them into a simpler form which perhaps would be better understood.

The statement for one objective was:

> To combat his /the child's/ own prejudices by developing through much use the ability to collect, evaluate, organize and use social data effectively to form conclusions. To help him to know how his mind works and how he arrives at his decisions, stereotypes and biases.[2/]

1/ Freemont P. Wirth, "Objectives of Social Studies", National Council of Social Studies, Eighth Yearbook, Chapter II (1937) p. 21-26.

2/ J. Edgar Stonecipher, "Revision of the Social-Studies Curriculum in Des Moines", National Council of Social Studies, Fourth Yearbook (1934) p. 74-78.

This statement is involved and might be separated into divisions stated in simpler form.

Another statement was concerned with malicious propaganda [1] and could be combined with another stated objective of collecting and carefully considering appropriate evidence before making important social decisions.

In order to make such statements and others, of similar nature, express goals or outcomes of social-science teaching it is apparent that a restatement of these objectives would be of value.

Still another example will be given to show the need of restatement. This example is concerned with the objective of teaching secondary-school pupils the qualities of good citizenship. "To prepare pupils for promoting a wiser and more effective co-operation among areas, regions, groups, communities, and nations."[2] This gives a very broad statement of citizenship while the following is more limited, "To decide what we can do to live a better group life;"[3] another phase of

1/ Editorial Comment, Fourteenth Yearbook, Department of Superintendence, National Education Association, The Social Studies, Curriculum 1936, Chapter XIII, p. 325.

2/ J. Edgar Stonecipher, op. cit.

3/ Mary E. Christy, "The Social-Studies Curriculum in Denver", Fourth Yearbook, National Council for Social Studies (1934) p. 56-73.

citizenship is considered in the statement "the need of social adjustments" and "the need of utilizing school society as a laboratory."[1]

The objective of training for good citizenship is of first importance in any program for teaching of social-science courses. "If the social studies are to be made the core of the curricula the purpose must be to develop good American citizens."[2] With this brief survey of the large amount of literature, an idea is obtained of the process used by the writer in the attempt to interpret and translate the statements into a more simple form.

Derivation of objectives.-- After carefully considering the numerous statements of objectives for teaching social-science courses, the revised statements obtained by a process of "translating" and interpreting are offered in the following arrangement.

I. The pupil has the right to expect that the information given in social-science courses will be of use to him as a member of society. As a result of the training received he should be able to participate intelligently

1/ L. A. White, "The School Administrators' Demands on the Social Sciences", Fourth Yearbook, National Council of Social Studies (1934) p. 45-55.

2/ T. L. Kelley, "The Objective Measurement of the Outcomes of the Social Studies", Historical Outlook, XXI, (February 1930) p. 66-72.

in social life. He should have consideration for the rights of others as well as having knowledge of his own rights in the social group.

II. The pupil must become aware of the complexity of social life. He should become interested in the welfare of others. He should have the desire for others to live the "good life" as well as having the same opportunity for himself. Equal opportunity for all to try to achieve should be the concern of all.

III. An interest should be developed which will lead to the investigation and perhaps a solution of social-science problems. The teaching process should make pupils aware of, and sensitive to such problems.

IV. People should be able to adjust themselves to social changes. The changes in social life during the last ten years will probably be followed by more changes.

V. Information should be given on how to live a better group life. It is necessary to impress on pupils the qualities of active, good citizenship. The value of a tolerant attitude must be shown.

VI. Good school citizenship should be encouraged and developed. A passive or inoffensive attitude is not enough. Participation in the activities of the school should have a transfer value into adult activities. The good school citizen should become the good adult

citizen.

VII. A broadminded and tolerant attitude should be developed. Training in the understanding and respect for other races, nationalities, and other social groups should receive attention.

VIII. A desire to improve the existing social order should be inculcated as a result of the study of social-science courses. A dissatisfaction with certain aspects of the social order should lead to attitudes favorable to social improvement. The changes which are needed for improvement should be studied and understood.

IX. The habit of restraint before making important social decisions should be encouraged. Training in the collection of appropriate evidence and a careful consideration of such evidence is of great value. The ability to recognize malicious propaganda should receive much attention. The claims of political leaders should receive an impartial consideration. A knowledge of dependable sources of information on social-science problems is valuable in attempting to accomplish this objective.

X. A study of the lives of great leaders of the past will give an understanding and appreciation of the foundations that the past has laid for the present.

XI. The ability to understand the actions of others

as well as their beliefs can be developed in the social-science courses. Co-operative activity is very necessary in our modern social order. The understanding of people enables one to work and live successfully in the social group.

These objectives were included in the check-list and, in Chapter III, the reaction of the respondents to them will be reported.

CHAPTER III

RESULTS OF THE CHECK-LIST STUDY

Selection of Objectives by School Officials.--The officials of the senior high schools generally accepted the objectives submitted in the check-list and replies were obtained from 151 schools. Some of the statements were questioned and a discussion of these differences follows.

The first objective stated, "the subject matter of the courses should be made usable to the pupil," was not considered valid by all respondents. Several questioned the use of the term "usable". It was expressed by one that the utilitarian aspect of social-science teaching should not obscure the cultural value of social-science courses.

Another statement not generally accepted was, "the ability to adjust one's self to social changes must be developed." In the majority of cases the difficulty here was with the word "must". Many felt that "should" was the word making the statement acceptable. However, social changes are likely to continue and schools should recognize that adjustment to these changes is necessary

in complex group life.

The objective regarding consideration of welfare of others did not meet with general acceptance. In some cases this was due to the meaning of the term the "good life". The writings in the field of social welfare define this term clearly. Briefly it may be considered the interests and activities of a person which tend to promote the greatest good for the greatest number.

The objective of consideration of the deficiencies of the existing social order and a desire to improve conditions was another statement showing a difference of opinion in 14 cases out of 151. One respondent felt that such an objective was beyond the abilities of secondary-school pupils. Another felt that only in advanced courses could such an objective be considered.

The training of pupils to recognize malicious propaganda and be immune to it was considered by nine per cent as an ideal objective but difficult to achieve. One person felt that a training in recognition of all propaganda was desirable.

The statement which brought forth the greatest lack of agreement was, "the claims of political leaders should receive impartial judgment." This discrepancy occurred in about one-tenth of the replies.

Although these objectives were in general agreed

upon as being valid for the teaching of the social sciences, a question at times appeared as to the realization of these objectives. This study is more concerned with common opinion and practice, and it will show what is true in grade placement of courses and methods of presenting the materials of the courses. It will give an idea of devices used to evaluate the social-science program. The response of school officials to these questions, as well as others, will now be considered.

Common practice in course offerings.-- An important part of the purpose of this study was to determine common practice in the courses offered in the social-science program. In order to determine this the check list (see Appendix, page 37) was sent to a group of principals of the senior high schools of Massachusetts. As already stated above, 200 copies of the check list were mailed and 151 copies, or about 75 per cent, were returned. This number should give an adequate idea of the practices and techniques involved in the offerings and teaching of social-science courses.

The returns showed that 47 different courses were offered by the 151 schools, in the field of social science. Common practice in these schools was determined by a process of listing to show grade placement of each course. It was of interest to find out what the trend

was in regard to elective and required courses. Information as to whether more than one textbook was used in presenting the material of the courses was sought.

Frequency of courses and grade placement.-- The results of this part of the study appear in Table 2.

Table 2. Number of Schools Offering Elective and Required Social-Science Courses in Different Grades.

Name of Course	9		10		11		12	
	Elective	Required	Elective	Required	Elective	Required	Elective	Required
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Ancient History	30	15	20	5	5	0	4	2
Ancient and Medieval History	4	3	10	3	0	1	1	0
Medieval History	2	0	1	2	5	1	0	0
Medieval and Modern History ...	0	0	16	3	16	1	2	0
Modern European History	1	0	27	10	26	8	13	0
World History	9	4	36	18	10	0	1	0
English History	1	0	2	0	1	0	1	0
American or United States History	0	0	0	0	1	56	0	53

Table 2. (continued)

Name of Course	9		10		11		12	
	Elective	Required	Elective	Required	Elective	Required	Elective	Required
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
American History and Civics	0	3	0	1	2	37	4	33
Industrial History	0	0	0	2	0	1	0	0
European History	0	0	3	0	1	0	0	0
Current Events	2	6	0	2	0	4	2	3
Advanced Civics or Government	0	0	1	0	1	2	0	1
Elementary Civics	10	13	3	0	0	0	0	0
Community Civics	15	18	2	4	0	0	0	0
Vocational Civics	2	4	0	0	1	0	1	0
Civics ..	6	8	2	0	0	1	1	1
Citizenship ...	3	2	0	1	0	0	0	0
Social Problems	0	0	2	0	5	0	3	2
Sociology	0	0	3	0	10	2	15	9
Economics	0	0	2	1	24	19	48	17

Table 2. (concluded)

Name of Course	9		10		11		12	
	Elec-tive	Re-quired	Elec-tive	Re-quired	Elec-tive	Re-quired	Elec-tive	Re quired
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Problems of Democracy	0	0	1	4	21	15	42	15
Geography	0	0	0	1	1	1	2	0
Commercial Geography	0	5	29	18	8	1	4	2
Economic Geography	0	0	13	8	2	0	0	0
American Government ...	0	0	3	1	0	0	0	1
International Relationships ..	0	0	1	0	1	0	4	0
Vocations	0	1	0	4	2	2	0	2
Socio-Economics	0	0	0	0	1	0	1	0
Social Sciences	1	3	0	2	0	0	0	1
Social Studies	2	5	3	3	3	0	3	0
Business Law	1	0	2	1	15	6	35	13

In the senior high schools the courses most frequently found in Grade IX are ancient history and community civics. In general, ancient history is required

of pupils in college preparatory curricula while community civics is more likely to be required of pupils in other curricula. The courses appearing most frequently in Grade X are world history and commercial geography. Pupils in the commercial curricula are, in general, required to study commercial geography. Both of these courses are not generally required in other curricula. American history appears most frequently in Grade XI. As would be expected, because of legislative action, this course is required. In Grade XII, economics, problems of democracy, American history and business law occur to the greatest extent.

A few schools report a separate course in current events. However, in most schools this study is a part of other courses in the social sciences. A course in state history did not appear in any of the replies to the check list.

Courses not listed because they were not offered by more than two schools were social- civic- and economic-problems, modern problems, world problems, current problems, problems of vocational adjustment, history I, history II, current history, orientation, occupations, world history II, industrial history, social geography, and business and economic problems.

Time length of courses.-- In general, courses are

offered for the entire year. When half-year courses appear they are usually associated with other half-year courses of the same type. For example, a course in economics might be followed by one in problems of democracy, or the combination of a course in economics and business law might occur.

Table 2 also shows what is common practice in regard to elective and required courses.

Elective and required courses.-- The results showed marked differences in the choice of courses, which is to be expected, since each local school committee has much freedom in determining what courses shall be offered. However, the number of elective courses outnumber those required. It would seem, in some schools, there is a slight trend to require only American or United States history and to allow free choice, under guidance, of the other courses in social sciences. Another fact which seemed to merit investigation was whether more than one textbook was used in presenting materials of different courses.

Use of more than one textbook.-- The ideal course in social science would be one in which the functional aspect was emphasized and the information of the course made usable to the pupil. It would seem that the teaching of such a course would require the use of more than

one textbook for the proper presentation of the material. The results of this investigation are shown in Table 3.

Table 3. Number of Schools Offering Social-Science Courses in Which More Than One Textbook is Used, in Different Grades.

Course	9	10	11	12	Total
(1)	(2)	(3)	(4)	(5)	(6)
Ancient History	7	5	2	4	18
Ancient and Medieval History	2	3	0	0	5
Medieval History ...	0	3	1	0	4
Medieval and Modern History	0	5	4	1	10
Modern European History	0	10	9	3	22
World History	6	20	5	1	32
English History	0	0	1	0	1
American or United States History	0	0	28	13	41
American History and Civics	3	1	16	22	42
Current Events	2	2	4	1	9
Advanced Civics or Government	0	0	1	1	2
Elementary Civics ..	3	0	0	0	3
Community Civics ...	14	2	0	0	16
Vocational Civics ..	1	0	0	0	1
Civics	4	0	0	0	4
Citizenship	4	1	0	0	5

Table 3. (concluded)

Course	9	10	11	12	Total
(1)	(2)	(3)	(4)	(5)	(6)
Social Problems	0	1	3	2	6
Sociology	0	3	2	9	14
Economics	0	1	9	24	34
Problems of Democracy	0	1	11	35	47
Geography	0	3	1	2	6
Commercial Geography	1	10	6	0	17
Economic Geography .	0	10	2	0	12
American Government	0	3	0	5	8
International Relationships	0	1	1	3	5
Vocations	1	2	1	0	4
Socio-Economics	0	0	0	1	1
Social Science	2	2	0	1	5
Social Studies	1	1	0	0	2
Business Law	0	2	6	11	19

According to the replies on the check list, the course in American history is generally presented by the use of more than one textbook. As the course in American history is required of all pupils in Grades XI or XII, a tendency is apparent to enrich the courses offered to pupils of varying abilities. The use of more

than one textbook in courses in social science seems to be associated with the frequency of appearance of a given course. That is, if a course is offered by a number of schools, the presentation of the materials of the courses by the use of more than one textbook is likely to be found. In over half of the schools more than one textbook was used in American or United States history classes, and in others such as world history, economics, business law, and problems of democracy there appears a marked tendency to the use of more than one textbook. Some reports showed that more than one textbook was used in every course but such cases were rare.

Method of presentation.-- Changes in the content and method of presentation of social-science courses would indicate attempts to meet changing social conditions. The extent of use of any form of the unit plan might give an idea of changes in presentation of material of the courses. The use of the unit plan in the senior high schools is shown in Table 4.

Table 4. Extent of Use of the Unit Plan in Three-Year and Four-Year Senior High Schools of Different Sizes.

Enrollment	Three-Year Schools		Four-Year Schools	
	Number	Per cent	Number	Per cent
(1)	(2)	(3)	(4)	(5)
100 or less	0	0	12	52
101 - 400	4	66	27	48
401 - 700	5	71	11	55
701 - 1000	0	0	2	40
More than 1000 ..	7	53	12	60

No great difference is noted in the two groups of schools in the use of the unit plan. About half of the schools reported some use of the plan. The enrollment of the school was not an important factor in the use of the plan. The schools of smaller enrollment showed as great a percentage of use as did those of larger numbers.

Nature of unit organizations.-- There were a few samples of unit organization submitted. These, for the most part, came from schools of the larger enrollment group. They were analyzed and in general consisted of assignments of blocks of work taken from one or more textbooks. Some provided for co-operative activity on the part of members of the class.

A question appeared in some replies as to the meaning of the term "unit". The various definitions of this term might be summarized in this way. One meaning of the term is the assignment of a certain part of the work of a course in social science for study and memorization. An example of this would be the assignment of a certain number of pages of a textbook which discussed the functions of the national government in a unit called "government".

A second explanation of the term "unit" is broader in meaning. It is explained as being a block of work. In this case the course in social science is divided

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Units of unit organization.-- There were a few samples of unit organization studied. Those, for the most part, came from schools of the larger enrollment group. They were analyzed and in general consisted of assignments of blocks of work taken from one or more textbooks. Some provided for co-operative activity on the part of members of the class.

A question appeared in some replies as to the meaning of the term "unit". The various definitions of this term might be summarized in this way. One meaning of the term is the assignment of a certain part of the work of a course in social sciences for study and memorization. An example of this would be the assignment of a certain number of pages of a textbook which discussed the functions of the national government in a unit called "government".

A second application of the term "unit" is somewhat broader. It is defined as meaning a block of work. In this case the portion to be studied is divided

into sections or blocks of work called units. Several schools reported the use of textbooks in social science which were organized in this way. An example of such an arrangement in the study of American history might be a block of work or unit called "The Civil War". Perhaps more than one textbook might be used in the study of this unit.

The third definition of the term "unit" is stated by Morrison as, "a comprehensive and significant aspect of the environment, or an organized science, capable of being understood rather than capable merely of being remembered."1/ The building of units based on this definition is very difficult. Teachers must have a clear conception of this understanding of a unit or the so-called units which they construct will be only blocks of work to be memorized. Provision is made for discovering knowledge by pre-testing if this type of unit organization is used. Techniques are provided for acquiring knowledge through study of textbooks, reference books, magazine articles and newspapers. A time is also provided for discussion, debates, or reports of special assignments in connection with a problem in the unit. Self tests may be given to the pupils in order

1/ Henry C. Morrison, The Practice of Teaching in the Secondary Schools, Chicago, The University of Chicago Press, 1926, p. 182.

that they may have an idea of the knowledge they must acquire. Finally, mastery tests are given to the class to show to what extent the work of the problem of the unit is understood. In some cases individual differences are provided for by requiring a definite minimum amount of work of all pupils. Additional work is assigned to those pupils who show an understanding of the minimum amount of work required. The building of units requires a comprehensive knowledge of subject matter, and an understanding of its application to accomplish desirable changes in pupils' concepts and attitudes.

Very few schools reported the use of unit organization as outlined above, or submitted samples of such units.

In some cases, schools reported using textbooks in which the material is arranged in blocks called units. The question of the meaning of the term "unit organization" was raised in some reports. One respondent wished to know if anyone actually knew the meaning of a "unit".

Pupil participation in the government of schools.--It is generally conceded that training in the qualities of good citizenship is an important objective in the teaching of social sciences. The traits of a good citizen are not developed from a study of the organization of our government, but it is believed they are

produced through active participation in the functions of government. Student councils should provide pupils an opportunity to witness good school citizenship in action. The method of selection of members of the council can be used for this purpose. Council members are usually selected by popular vote and if a pupil is selected for membership in the council and proves to be a poor representative for the group then pupils will gradually learn by such mistakes to be more careful in choosing leaders. If the program for choosing council members consists of nominations and some campaign activity before election, pupils may experience a type of political propaganda and are forced to use their best judgment in selecting candidates.

Student councils provide an excellent opportunity for training in leadership. They also give pupils a greater experience in genuine social problems than any other organization.[1/] A chance for pupils to express ideas in home-room groups may be provided in the organization of the council. The results of the discussion in the home room should serve to direct the activities of the representative of the home room to the council.

1/ P. W. Terry, "Special Civic Values Derivable from Different Types of Student Organization", Education Administration and Supervision XXIII (November, 1937) p. 591-8.

By this means pupils are made to feel that they have a part in the control of the affairs of the school group.

The success of the activities of a student council depends on intelligent leadership on the part of a representative of the faculty of the school. Without such guidance pupils lose sight of the objectives of the council organization. The activities of the members of the council under such conditions require repeated interference on the part of the principal of the school. An important objective of student councils is to promote the welfare of the school and to improve conditions so that all may benefit. The age and experience of high school pupils must be considered in determining the activities of the council. Giving too much authority to council members always results in serious disturbances. Not giving enough authority causes a lack of interest in the activities of the council. A proper balance must be maintained between these extremes if the council is to be a success.

If proper guidance is given, councils become valuable in the organization of the school. They may be the means of establishing "the moral, cultural and intellectual tone of the school and....build worthy

traditions."[1] The experience of being a member of a council may teach pupils right attitudes and ideals.

Therefore, it seemed expedient to investigate the extent to which student councils are found in the senior high schools and the frequency of student councils in the two groups of schools studied appears in Table 5.

Table 5. Student Councils in Three-Year and Four-Year Senior High Schools of Different Sizes.

Enrollment	Three-Year		Four-Year	
	Number	Per cent	Number	Per cent
(1)	(2)	(3)	(4)	(5)
100 or less	0	0	8	34
101 - 400	2	33	35	63
401 - 700	5	71	11	55
701 - 1000	0	0	3	60
More than 1000 ..	10	76	14	70
Total	17		71	

The numbers in the various councils depended on the enrollment of the school. Table 5 shows that the size and type of school did not materially affect the frequency of the establishment of the council. About half of the schools reporting, had organized student councils. In practically every case the members of the councils obtained their membership by election. In a few instances the membership was composed of elected

1/ T. W. Gosling, "Democratic Way of Life for Pupils in High School", School and Society XLVI (September, 1937) p. 339-42.

and appointed members. In no case was the council composed of entirely appointed members.

Evaluation by means of tests.-- A common method of checking results of teaching is by use of a testing program. The extent to which tests are used in evaluating the teaching of social sciences is of interest and the results of this part of the study are shown in Tables 6 and 7.

Table 6. Numbers of Schools Using Different Methods of Evaluating Social-Science Courses in Four-Year Senior High Schools.

Enrollment	Using Standard Tests Regularly		Using Informal Tests Regularly		Keeping Systematic Records	
	Number	Per cent	Number	Per cent	Number	Per cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
100 or less	7	30	10	43	0	0
101 - 400	16	29	31	56	5	9
401 - 700	7	35	11	55	3	15
701 - 1000	1	20	2	40	0	0
More than 1000 .	3	15	5	25	2	10
Total	34		59		10	

Table 7. Number of Schools Using Different Methods of Evaluating Social-Science Courses in Three-Year Senior High Schools.

Enrollment	Using Standard Tests Regularly		Using Informal Tests Regularly		Keeping Systematic Records	
	Number	Per cent	Number	Per cent	Number	Per cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
100 or less	0	0	0	0	0	0
101 - 400	2	33	2	33	1	16
401 - 700	2	28	5	71	1	14
701 - 1000	0	0	0	0	0	0
More than 1000 .	1	7	6	46	0	0
Total	5		13		2	

Regular use of standard tests.-- There was some difference in the two groups of schools in this respect. The four-year senior high schools reported a greater regular use of standard tests than did the three-year group. The report, from the four-year group, showed a use of standard tests in about one-fourth of the schools, while for the three-year group, approximately one-fifth of the schools used such tests.

Regular use of informal tests.-- The report of the two groups on this item was practically the same. Approximately a half of the schools reported a regular use of informal or "home-made" tests. As is shown, the use of informal tests in all schools was greater than the use of formal tests.

Samples of some of these informal tests were submitted. When analyzed they proved to be objective type tests of approved forms such as true-false, identification, completion, matching, and others.

In general the tests were of the subject matter of textbook courses. Very few tried to test pupil responses in social situations comparable to those which might be enccuntered in adult life. Another means of evaluation will now be considered.

Use of systematic records.-- A phase of evaluation of social-science courses which received little attention was the keeping of systematic records of teachers' observations of changes in pupils' attitudes in various social situations. Only eight per cent of the schools reported that such records were kept. If we accept the fact that an important objective in teaching social sciences is to bring about desirable changes in pupils' concepts, attitudes, and actions then this phase of evaluation should receive greater attention. Again, the reports of the two groups of schools were practically the same in the attention given to this matter. The larger schools did not show a better record of the use of this means of evaluation than did those of smaller enrollment.

Content of courses.-- It is interesting to note

whether there have been marked changes in the content of the social-science courses offered in the senior high schools. This could be ascertained by a check on the number of schools attempting to reorganize courses in social science since 1929. The results of this investigation are shown in Table 8. These facts are not contrary to what might be expected.

Table 8. Extent of Reorganization of Social-Science Courses in Three-Year and Four-Year Senior High Schools of Different Sizes.

Enrollment	Three-Year Schools		Four-Year Schools	
	Number	Per cent	Number	Per cent
(1)	(2)	(3)	(4)	(5)
100 or less	0	0	23	65
101 - 400	6	83	55	58
401 - 700	7	85	20	85
701 - 1000	2	0	5	20
More than 1000 ...	13	53	20	55
Total	28		123	

It is well known that schools are traditionally conservative, and that changes in education occur very slowly. The fact that over half of the schools reported some attempt at reorganization is encouraging. Again there seems to be no marked difference between schools of large and small enrollment. The three-year high schools are not more active in this respect than the four-year group.

In answering this part of the check list several

replies indicated that new courses had been added and some courses had been eliminated. There was no marked tendency to introduce such courses as economics.

Some samples of the reorganized courses were studied. They show an attempt to depart from the traditional textbook course of study. The textbook in these reorganized courses becomes a reference book, and more than one text is used. The courses provide for pupil activity in the form of reports, debates, and topics for discussion. They tend to follow the three-fold plan of giving information, discussion, and testing.

CHAPTER IV

SUMMARY AND CONCLUSIONS

The objectives selected from the literature were arranged under four main headings which were : 1--the subject matter of the courses should be usable to the pupil, 2--the training received in social-science courses should cause pupils to be interested in the welfare of others, 3--pupils should be trained to recognize malicious propaganda and to be immune to it, and 4--a knowledge of the events of the past as they have relation to present conditions should be given.

Under the main headings were placed other statements of objectives which were related.

The replies received from senior high schools of Massachusetts indicated a general acceptance of the list of objectives submitted for social-science courses. An analysis of the replies which showed the greatest lack of acceptance follows. The first objective stated was not satisfactory to fourteen of the respondents. This was due in many cases to a question as to the meaning of the term "usable". Usable information of the courses should be of such a nature that the pupil can

understand its application to his activities in association with others. It should have a cultural value but should emphasize practical application.

A sub-heading of the first objective was, "dependable sources of information on social-science problems should be made known." Eleven officials did not check this. One respondent questioned as to whether there are dependable sources of information. Pupils expect instructors to acquaint them with sources of information and teachers, through their greater experience, should be able to select from a number of possible sources those which they feel are dependable.

Another objective not generally accepted was, "training in the collection of appropriate evidence before making decisions in social situations is of great value." Some felt that the realizing of this objective would be difficult because of the immaturity of pupils in senior high schools. The complete realization of any objective of social-science teaching is an ideal situation, but pupils of senior high schools can be given training which will tend to change an intolerant attitude.

The development of the ability to adjust one's self to changes in the social order was questioned by sixteen as a valid objective. The lack of agreement in this case was in the choice of words in the statement. Many

questioned the use of the word "must".

Another objective concerned with consideration of the welfare of others was, "the training in social-science courses should create in the pupil a desire to live the 'good life' for himself and provide opportunity for others to do the same." Several respondents questioned the meaning of the term "the good life."

The objective relating to a consideration of the deficiencies of the existing social order and the desire to improve conditions was not valid in the opinion of fourteen of the respondents. Many felt that this objective was beyond the capabilities of senior high pupils and at best should not be attempted except in advanced courses.

The recognition of malicious propaganda and immunity to it was regarded as a very important objective but one which was "practically impossible" to accomplish. This was especially true of the teaching of pupils to be immune.

The objective of giving impartial judgment to the claims of political leaders was not considered valid by sixteen of the respondents. No comments were given as to the reason for this.

In the senior high schools of Massachusetts, grade placement of courses is very similar to other high schools

of the country. The courses most commonly offered here are:

Grade IX	Grade X
Ancient History	World History
Community Civics	Commercial Geography
Elementary Civics	Modern European History
World History	Economic Geography
Grade XI	**Grade XII**
American History	American History
Economics	Economics
Problems of Democracy	Problems of Democracy
Modern European History	Business Law

Some exceptions are noted in the case of commercial geography which is offered to a greater extent in Massachusetts than elsewhere. The course in American history appears in Grade XII more than is true of the country as a whole. The trend in the course offerings in our senior high schools is to make them elective rather than required. In some curricula, such as civic and practical arts, the study of community civics may be required in those curricula and elective for pupils in other curricula. The only course required of all pupils is one in American history. There seems to be a slight tendency, which has been noted before, to make all courses elective with the exception of American history. The selection of other courses would then be determined by the choice of curricula made by the pupil.

The lack of general establishment of student

councils in the senior high schools seems to show a neglect of the use of a device for making the material of social-science courses more usable. This may be considered a means of providing laboratory application in the teaching of social science.

About a half of the schools reported use of some form of unit organization. The meaning of the term "unit" is interpreted in a number of ways. Many schools reported the use of the unit plan as meaning an amount or block of work, which was accomplished by the use of a textbook arranged on the basis of blocks of work called units. The unit plan would seem to offer another means of practical instruction in social sciences.

There appears to be no general trend to reorganize courses in social sciences as a result of potential legislative requirements. At one time a former governor suggested that the study of economics be required of every pupil in the senior high school. Approximately two-thirds of the schools report that attempts have been made in reorganization. This trend appears mostly in the four-year senior high schools. This activity may consist of enriching courses in existence, the elimination of some courses, and the addition of others.

There were three methods given in the check list for evaluating the results of the teaching in social-

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There were three methods given in the check list for evaluating the results of the teaching in social-

science courses. These were the regular use of standard tests, the regular use of informal or "home-made" tests, and the keeping of systematic records of teachers' observations of changes in pupils' attitudes in various social situations.

The schools reported a much greater regular use of informal tests than of standard tests. The three-year schools showed over twice as much use of informal tests, and the four-year group reported nearly twice the use of informal tests. Samples of some of these informal tests are of objective type and are preferred because they are more flexible to use.

The fact that only a few schools, about eight per cent of those reporting, made any use of systematic records of teachers' observations of changes in pupils' attitudes seems to show a neglect of a potential instrument of evaluation. Instruction in social sciences is assumed to bring about desirable changes in pupils' concepts, attitudes, and behavior. If little attempt is made to measure such changes it would seem that effects of much of the teaching remain unknown.

Conclusions.-- The general acceptance of the objectives for social sciences shows that school officials are aware of the change of emphasis in teaching social sciences from the study of functions of government to

the more practical application of the facts of social sciences to successful group living.

Grade placement of subjects shows a decided trend away from the traditional arrangement of social-science courses. There is more freedom in the choice of subjects than formerly was true. There is a slight tendency in some schools to use more than one textbook in all social-science courses.

The use of some form of the unit plan indicates an attempt to modernize courses in social science and to give pupils more opportunity to work together than the recitation type of class procedure would allow.

The report on reorganization of social-science courses is also encouraging as it shows a willingness on the part of school officials to attempt to adjust courses to the changing social order.

A rather general use of informal tests leads to the conclusion that teachers and other school officials are qualified to successfully construct such tests and to make their use a part of the required work in social-science courses.

It would seem that most of the criticism of senior high schools, as far as the social-science program is concerned, should be directed to two facts. First, student council organizations are established in

relatively few schools, and second, there is a general lack of use of systematic records of teachers' observations of changes in pupils' attitudes in social situations.

Check List on Social-Studies.

Offerings in the Senior high schools of Massachusetts.

I. Social-Studies Courses Offered in Each Grade.

A. Please draw circles around the appropriate symbols below to show in what grade or grades the various social-studies courses are offered in your school.

For Example

World History or Civilization 9B 9A (10B) (10A) 11B 11A 12B 12A

The example would be interpreted as follows: "World History or Civilization" is offered in both the first (10B) and second (10A) halves of the tenth grade.

Subject	Grade or Grades in which Subject is offered.
1. Ancient History	9B 9A 10B 10A 11B 11A 12B 12A
2. Ancient and Medieval History.	9B 9A 10B 10A 11B 11A 12B 12A
3. Medieval History.	9B 9A 10B 10A 11B 11A 12B 12A
4. Medieval and Modern History .	9B 9A 10B 10A 11B 11A 12B 12A
5. Modern European History . . .	9B 9A 10B 10A 11B 11A 12B 12A

6. World History or Civilization 9B 9A 10B 10A 11B 11A 12B 12A

7. English History 9B 9A 10B 10A 11B 11A 12B 12A

8. State History 9B 9A 10B 10A 11B 11A 12B 12A

9. American or U. S. History . . 9B 9A 10B 10A 11B 11A 12B 12A

10. American History and Civics . 9B 9A 10B 10A 11B 11A 12B 12A

11. Industrial History. 9B 9A 10B 10A 11B 11A 12B 12A

12. European History. 9B 9A 10B 10A 11B 11A 12B 12A

13. Current Events. 9B 9A 10B 10A 11B 11A 12B 12A

14. Advanced Civics or Government 9B 9A 10B 10A 11B 11A 12B 12A

15. Elementary Civics 9B 9A 10B 10A 11B 11A 12B 12A

16. Community Civics. 9B 9A 10B 10A 11B 11A 12B 12A

17. Vocational Civics 9B 9A 10B 10A 11B 11A 12B 12A

18. Civics. 9B 9A 10B 10A 11B 11A 12B 12A

19. Citizenship 9B 9A 10B 10A 11B 11A 12B 12A

20. Social Problems 9B 9A 10B 10A 11B 11A 12B 12A

21. Sociology 9B 9A 10B 10A 11B 11A 12B 12A

22. Economics 9B 9A 10B 10A 11B 11A 12B 12A

23. Problems of Democracy 9B 9A 10B 10A 11B 11A 12B 12A

24. Geography 9B 9A 10B 10A 11B 11A 12B 12A

25. Commercial Geography. 9B 9A 10B 10A 11B 11A 12B 12A

26. Economic Geography. 9B 9A 10B 10A 11B 11A 12B 12A

27. American Government 9B 9A 10B 10A 11B 11A 12B 12A

28. International Relationships . 9B 9A 10B 10A 11B 11A 12B 12A

29. Economic Citizenship. 9B 9A 10B 10A 11B 11A 12B 12A

30. Vocations 9B 9A 10B 10A 11B 11A 12B 12A

31. Socio-Economics 9B 9A 10B 10A 11B 11A 12B 12A

32. Social Science. 9B 9A 10B 10A 11B 11A 12B 12A

33. Social Studies. 9B 9A 10B 10A 11B 11A 12B 12A

34. Business Law. 9B 9A 10B 10A 11B 11A 12B 12A

Other Courses (Name them)

1. _____ 9B 9A 10B 10A 11B 11A 12B 12A

2. _____ 9B 9A 10B 10A 11B 11A 12B 12A

3. _____ 9B 9A 10B 10A 11B 11A 12B 12A

II. Concerning Texts, and the Extent to Which Courses are Required and Elective.

A. In the following table please indicate:

(1) What courses are required or elective in the different grades by encircling the appropriate symbol; and,

(2) Whether more than one textbook is used as a basis for presenting the subject matter of the course.

Please encircle (T) if more than one textbook is used.

	9B	9A	10B	10A	11B	11A	12B	12A
For Example American History and Civics	R E T	R E T	R E T	R E T	R E T	R E T	R E T	R E T

This would mean the "American History and Civics" was required for an entire year in the eleventh grade and that more than one textbook was used.

B. Subjects — Grades

	9B	9A	10B	10A	11B	11A	12B	12A
1. Ancient History	R E T	R E T	R E T	R E T	R E T	R E T	R E T	R E T
2. Ancient and Med. Hist.	R E T	R E T	R E T	R E T	R E T	R E T	R E T	R E T
3. Medieval History	R E T	R E T	R E T	R E T	R E T	R E T	R E T	R E T
4. Med. and Mod. Hist.	R E T	R E T	R E T	R E T	R E T	R E T	R E T	R E T
5. Mod. Europ. History	R E T	R E T	R E T	R E T	R E T	R E T	R E T	R E T
6. World Hist. or Civiliza.	R E T	R E T	R E T	R E T	R E T	R E T	R E T	R E T
7. English History	R E T	R E T	R E T	R E T	R E T	R E T	R E T	R E T
8. State History	R E T	R E T	R E T	R E T	R E T	R E T	R E T	R E T
9. U. S. Hist. Am. Hist.	R E T	R E T	R E T	R E T	R E T	R E T	R E T	R E T

10. Am. History and Civics	R E T	R E T	R E T	R E T	R E T	R E T	R E T	R E T
11. Industrial History	R E T	R E T	R E T	R E T	R E T	R E T	R E T	R E T
12. European History	R E T	R E T	R E T	R E T	R E T	R E T	R E T	R E T
13. Current Events	R E T	R E T	R E T	R E T	R E T	R E T	R E T	R E T
14. Adv. Civics or Govern.	R E T	R E T	R E T	R E T	R E T	R E T	R E T	R E T
15. Elementary Civics	R E T	R E T	R E T	R E T	R E T	R E T	R E T	R E T
16. Community Civics	R E T	R E T	R E T	R E T	R E T	R E T	R E T	R E T
17. Vocational Civics	R E T	R E T	R E T	R E T	R E T	R E T	R E T	R E T
18. Civics	R E T	R E T	R E T	R E T	R E T	R E T	R E T	R E T
19. Citizenship	R E T	R E T	R E T	R E T	R E T	R E T	R E T	R E T
20. Social Problems	R E T	R E T	R E T	R E T	R E T	R E T	R E T	R E T
21. Sociology	R E T	R E T	R E T	R E T	R E T	R E T	R E T	R E T
22. Economics	R E T	R E T	R E T	R E T	R E T	R E T	R E T	R E T
23. Problems of Democ.	R E T	R E T	R E T	R E T	R E T	R E T	R E T	R E T

24. Geography	R E T	R E T	R E T	R E T	R E T	R E T	R E T	R E T
25. Commercial Geography	R E T	R E T	R E T	R E T	R E T	R E T	R E T	R E T
26. Economic Geography	R E T	R E T	R E T	R E T	R E T	R E T	R E T	R E T
27. American Govern.	R E T	R E T	R E T	R E T	R E T	R E T	R E T	R E T
28. Inter. Relation.	R E T	R E T	R E T	R E T	R E T	R E T	R E T	R E T
29. Economic Citizen.	R E T	R E T	R E T	R E T	R E T	R E T	R E T	R E T
30. Vocations	R E T	R E T	R E T	R E T	R E T	R E T	R E T	R E T
31. Socio-Economics	R E T	R E T	R E T	R E T	R E T	R E T	R E T	R E T
32. Social Science	R E T	R E T	R E T	R E T	R E T	R E T	R E T	R E T
33. Social Studies	R E T	R E T	R E T	R E T	R E T	R E T	R E T	R E T
34. Business Law	R E T	R E T	R E T	R E T	R E T	R E T	R E T	R E T

Other courses (Name them)

1. _____	R E T	R E T	R E T	R E T	R E T	R E T	R E T	R E T
2. _____	R E T	R E T	R E T	R E T	R E T	R E T	R E T	R E T
3. _____	R E T	R E T	R E T	R E T	R E T	R E T	R E T	R E T

III. Method of Presentation.

A. Is any form of the unit plan used in organizing and presenting social-studies courses? (Please circle) Yes No.

B. Would you be willing to submit a sample of what you consider the best in unit organization? 1/ Yes No.

IV. Pupil Participation in the Control of the School.

A. Do you have a plan for pupil participation in the government of the school? (Please circle) Yes No.

B. If the answer to V-A is "yes" do you have an organized student council? (Circle) Yes No.

1. If the answer to IV-B is "yes" please indicate the number of student members in council.

_____ members.

2. Please check in the parentheses below to show how the members of the council are selected.

( ) Elected. ( ) Other Method (Name it)

( ) Appointed. _____

V. Content of Social Studies.

A. Has any attempt been made since 1929 to reorganize social-studies courses in your school? (Please circle) Yes No.

1/ If any part of such materials are quoted, full credit will be given to the person or persons responsible for their development.

B. If answer to VI-A is "yes" will you send a mimeographed copy of the reorganized course? 1/

Yes No.

(Postage will be guaranteed.)

VI. Evaluation of Social-Studies Program.

A. Are standardized objective tests used as a regular part of the social-studies program? Yes No.

B. Are informal, "home made" objective tests regularly used? Yes No.

1) If answer to VII-B is "yes" would you be willing to send a copy of what you consider the most satisfactory of such informal tests? 1/ Yes No.

(Postage will be guaranteed)

C. Are systematic records kept of teachers' observations of changes in pupils' attitudes in various social situations? Yes No.

VII. Objectives of Social-Science Courses.

A. Do you consider the following statements as valid objectives for the social-science courses? (Please check any statement so considered)

1. The subject matter of the courses should be

( ) usable to the pupil.

1/ If any part of such materials are quoted, full credit will be given to the person or persons responsible for their development.

( ) a. It should train for intelligent participation in the social group.

( ) b. Dependable sources of information on social-science problems should be made known.

( ) c. A training in the collection of appropriate evidence before making decisions in social situations is of great value.

( ) d. The ability to adjust one's self to social changes must be developed.

( ) e. The pupil should be made aware of, and sensitive to, social-science problems.

( ) f. The study of social-sciences should promote good school citizenship and therefore good adult citizenship.

2. The training received in social-science

( ) courses should cause pupils to be interested in the welfare of others.

( ) a. A desire should be created in the pupil to live the "good life" for himself and provide opportunity for others to do the same.

( ) b. A change to a broadminded and tolerant attitude should occur.

( ) c. A consideration of the deficiencies of the existing social order and a desire to improve conditions should be developed.

3. Pupils should be trained to recognize mali-
( ) cious propaganda and to be immune to it.

( ) a. A thoughtful consideration of accurate sources of information is desirable.

( ) b. Claims of political leaders should receive impartial judgment.

4. A knowledge of the events of the past as they
( ) have relation to present conditions should be given.

X. Do you want a copy of the summary of the findings of this investigation? Yes No.

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